The Social Science Bulletin

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A MONTHLY NEWS SURVEY OF SOCIAL SCIENCE ACTIVITY AT MISSISSIPPI STATE COLLEGE SPONSORED BY THE SOCIAL SCIENCE COUNCIL, WHICH CONSISTS OF THE DEPARTMENTS OF ECONOMICS, HISTORY & GOVERNMENT, AND SOCIOLOGY AND RURAL LIFE, IN THE SCHOOL OF BUSINESS AND INDUSTRY. JOHN K. BETTERSWORTH, CHAIRMAN AND EDITOR, BOX 148

Vol. II, No. 4 *November, 1949* *Office: Lee 206*

We need better linkages among sciences and between science and humanities with the object of achieving a broad intellectual integration... . At Massachusetts Institute of Technology we believe that we are at a point where a great forward step can be made in a professional education by the development at the institute of a "fourth estate" which will provide for the humanities and the social sciences in a thoroughly adequate way and place them in a proper relationship to the professional subjects. With adequate support in this field the institute can pioneer in giving a new dimension to scientific and engineering training.--

The above words were spoken by Dr. James R. Killam, who several months past was inaugurated as the new president of Massachusetts Institute of Technology. The occasion was the opening of a campaign on the part of M.I.T. to build up a twenty million dollar "development fund." To Social Science people the significant point to all this is that here is a great technological school, which already has pioneered in the work of mingling the humanities and the social sciences with the strictly professional and practical work, now taking further steps to implement this program by the spending of millions of dollars on buildings, equipment, and staff improvement.

The Social Sciences may truly take heart at this sign of the times. Certainly Mississippi State College, which has also turned its hand to an enrichment of its program by greater emphasis on the social sciences and humanities, will enjoy the confidence that what it is doing is no less than that of the major technical schools in the nation.

The Social Science Bulletin will be sent postage free to anyone who is interested, either on the campus at Mississippi State College or elsewhere in the state. Publication date is the 25th of each month. Material for inclusion in each issue should be submitted not later than the fifteenth.

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THE SOCIAL SCIENCE BULLETIN
of
Mississippi State College

November, 1949 Vol. II, No. 4

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CLARK SPEAKS ON SOUTHERN RURAL INSTITUTIONS AT ROUND TABLE, DECEMBER 5

Dr. Thomas D. Clark, head of the History department at University of Kentucky, will address the second autumn meeting of the Social Science Round Table on the evening of Monday, December 5.

Dr. Clark was born in Louisville, Mississippi. He received his B.A. degree from the University, did his masters work at the University of Kentucky, and received his doctorate at Duke University. He has been active both as a writer on historical subjects and in an executive capacity in a number of professional societies. He is a past president of the Southern Historical Association and is editor of the Journal of Southern History.

Dr. Clark's chief field of research has been in Southern history. He has written several books dealing with the history of railroads in the South. He has also been concerned with the Southern country store as an economic and social institution, and in 1944 he published a book on this subject with the engaging title, Pills, Petticoats, and Plows. His most recent field of research has been the country newspaper. In his address to the Round Table, he will talk on "Social History of the Rural South as Reflected in Two of its Institutions." These institutions are the country store and the country newspaper.

Dr. Clark's writings have been numerous. Besides writing on the railroads, country store, and the country newspaper, he has written a biography of Simon Kenton, the Kentucky scout; a History of Kentucky; Exploring Kentucky; an amusing and informative treatise on the early frontier entitled, The Rampaging Frontier; and The Kentucky River, which was written for the "Rivers of America" Series.

The dinner will be at 6:30 at the Stark Hotel. Plates will be $1.25. Reservations may be made as late as Saturday, December 3, by calling Dr. John K. Bettersworth at Ex. 264. Mississippi State College is fortunate in having Dr. Clark come to address the Social Science Round Table, and it is expected that he will have a very enthusiastic reception.

PROGRAM ANNOUNCED FOR SOCIAL WORK MEETING, DECEMBER 2-3

The third Mississippi conference on "Preprofessional Education for Social Workers" will meet December 2-3 in the YMCA building at Mississippi State College, with the Division of Sociology and Rural Life as host. Representatives will be in attendance from the colleges in Mississippi and from various public and private welfare agencies of the state. Dr. William P. Carter, professor of Sociology at Mississippi State, is in charge of arrangements and any persons from off the campus who plan to attend should notify him. Mr. Cecil V. Crabb of Belhaven College, and Mrs. Roanoke Roberts, Child Welfare Supervisor, are co-chairmen of the program committee. A tentative program has been released. Subject to minor changes, the schedule will be as follows:

Friday, December 2, 1949—12:00 - 3:00 P.M. Registration

A table for registration will be located in the lobby of the Y.M.C.A.

3:00 - 4:30 P.M.-- Meeting for students interested in social work.

This will be an open forum for students of any college who are interested in social work. State College and MSCW students will probably attend. It is hoped that graduate school deans or directors and agency heads or their representatives

will be present. Mrs. Roanoke Roberts, Child Welfare Supervisor, will give a brief description of the fields of social work in Mississippi with the opportunities for employment and graduate study. Arrangements will be made for individual and group interviews with school and agency representatives.

3:00 - 4:30 P.M.--Meeting of Mississippi Sociologists and Social Scientists
This will be an opportunity to get acquainted and discuss mutual interests and problems. The main discussion will center around the theme, "Integrating the Social Sciences in Preparation for Social Work." Dr. Joseph James, MSCW, will lead the discussion.

6:00 - 8:30 P.M.--Dinner and panel Discussion:"Looking Ahead in State Welfare and Community Life." In the banquet room of the Colleg Grill. All members and their guests are invited. Reservations, accompanied by . .50 per person, for the dinner must be made by November 29. Reservations may be made through W. P. Carter, Box 162, State College, Mississippi.(1)

8:45 - 9:30--Organization session
Mr. Cecil V. Crabb, Chairman, presiding. This session will be devoted to (1) introductions (2) nominating committee (3) statement of purpose of present meeting (4) discussion and organization for Saturday's program.

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Saturday, December 3, 1949

9:00 - 11:30--Meetings of Concurrent Interest Groups
I. Techniques and Methods in Recruiting for Social Work. Chairman: Mrs. Eloise Abercrombie, Chairman, Mississippi Chapter, A. A. S. W.
II. Fields of Social Work in Mississippi. Chairman: Mrs. Roanoke Roberts, Child Welfare Supervisor. Content: (1) Discussion of content and nature of work of the various fields of social work in Mississippi (2) Requirements for entering these fields.
III. Methods of Teaching "Introduction to Social Work". Chairman: Dr. William P. Carter, Department of Sociology, State College. Content: (1) Methods of teaching course in Introduction to Social Work (2) Content of this course.
IV. Other groups will be formed if desired.

11:30 - 1:00--Lunch

1:00 - 2:30--SUMMARY SESSION
1. Reports and recommendations from Concurrent Interest Groups
2. Discussion and Evaluation of reports
3. Conference plans (if any) for following year
4. Report of nominating committee and election of officers (if any)
5. Adjournment

ECONOMISTS ATTEND SOUTHERN MEETING

Professors Walls, Kelley, and Carey attended the annual meeting of the Southern Economic Association at Knoxville, Tenn., Nov. 18-19.

KAUFMAN AND MONOSMITH JUDGES IN COMMUNITY CONTEST

Dr. Harold Kaufman and Professor R. O. Monosmith served as judges recently in the Tupelo Community Development Program Contest. Ten communities in the Tupelo area participated. Awards will be presented at a dinner early in December, which Dr. Kaufman will attend.

AGRICULTURAL ECONOMISTS ATTEND GEORGIA MEETING

Dr. R. J. Saville and Professor J. P. Gaines, of the Department of Agricultural Economics, were in Griffin, Ga., on Nov. 21-22 as participants in a meeting of the Southern Farm Management Reserch Committee, which is sponsored by the Farm Foundation, of Chicago.

(1) Last minute details on the panel indicate that the following will participate: Dr. D.V. Galloway, Director State Hospital Comn.; Miss Mary W. Mahon, Child Welfare Supervisor; Dr. A.C. Schnur, Criminologist, U. of Miss. Dr. Arthur Raper, noted Social Scientist of the B.A.E.; Dr. H.A. Pedersen, Asst. Prof. Sociology at State; Miss Jewel Garland, Associate Leader, Extension Study and Training, Mississippi Extension Service. Dr. Harry Kaufman will be moderator.

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ALECK SPEAKS TO A.E.D. MEETING

Dr. Adolph Aleck spoke on November 30 before the local Alpha Epsilon Delta (pre-medical fraternity) Chapter on "The Emphatic Index as an Operational Concept."

DR. DOROTHY DICKINS ATTENDS COMMITTEE SESSION

Dr. Dorothy Dickins, head of the Department of Home Economics, recently attended a meeting in Washington of the public relations committee of the American Home Economics Association.

BETTERSWORTH ADDRESSES CIVIC CLUB

Dr. John K. Bettersworth spoke to the Starkville Civic Club on November 8 on the subject "Mississippi's Public Institutions."

BRYAN TO SERVE IN SECTION MEETING OF POLITICAL SCIENTISTS

Dr. G. K. Bryan, who will attend the annual meeting of the American Political Science Association in New York in December, has been invited to serve as secretary of a section meeting on "The Integration of State Governments and Regional Developments."

NAGRUDER SPEAKS TO GRENADA ROTARIANS

On December 5 Professor Augustin Nagruder will address the Grenada Rotary Club on the subject of international relations.

RANDOLPH TALKS TO EXCHANGE CLUB

Colonel George H. Randolph, who, besides being a lecturer in History is a well-known amateur artist, spoke to the Starkville Exchange Club on Tuesday, November 22 on the subject, "Hobbies."

BETTERSWORTH ADDRESSES TEACHERS GROUP

On November 22 Dr. John K. Bettersworth addressed the M.S.C.W.-State College chapter of Delta Kappa Gamma, national honorary society for women educators, which met at Martin Hall on the M.S.C.W. campus.

NAGRUDER SPEAKS AT Y LUNCHEON

Professor Augustin Nagruder spoke to the Junior Y Luncheon on Wednesday, Nov. 23, on the subject, "Does Mississippi Need a New Constitution?"

CAMPUS GROUP TO ATTEND S.A.R. MEETING

A delegation from Mississippi State College headed by C. E. Cain, State Historian of the organization, will attend the annual meeting of the Sons of the American Revolution in Greenwood, December 8. Among those to attend will be Professors Robert B. Watson, Francis A. Rhodes, and Gaston C. Fletcher, and Mr. Winton Cain, Graduate Fellow in Government.

BRYAN SPEAKS TO AGRICULTURAL ECONOMICS GROUP

Dr. Gordon K. Bryan spoke to the local chapter of the national student Agricultural Economics society on Nov. 8 on the subject, "Administrative Relationship of the County Agent to the County Government."

GAITHER ATTENDS MEETINGS

On Nov. 1, Professor Lee B. Gaither, head of Resource-Use Education, attended the annual meeting of the Alabama-Mississippi Division, Mid-Continent Gas and Oil Association in Jackson. He also attended the meeting of the Mississippi Economic Council in Jackson on November 3. On November 9-11 he attended the annual meeting of the State Farm Bureau at Biloxi.

DRENNON HEADS LAND GRANT GRADUATE COUNCIL

Dr. Herbert Drennon, dean of the Graduate School and dean of the college at Mississippi State College, was recently elected chairman of the Graduate Council of the Association of Land-Grant Colleges at the annual meeting of this association in Kansas City.

BARNARD MADE CHAIRMAN OF TEACHER GROUP

Dr. W. H. Barnard, professor of general education at Mississippi State College has been elected chairman of the Teacher Education Department of the M.E.A. In connection with his new assignment, Dr. Barnard has sent out a questionnaire to ascertain which areas of study, if any, should be sponsored by the group, and to determine which topics the members would like to discuss at their next annual meeting in March.

HADSKEY HEADS LOCAL HISTORICAL SOCIETY

William Hadksey of Ronie was elected president of the Mississippi State College Historical Society at its first meeting early in November. Julian R. Long of Golwas elected vice president; Martha Swain of State College, secretary; Sara Ratliff of Madison, treasurer; and Dr. Harold S. Snellgrove, faculty adviser. This organization will petition Phi Alpha Theta, national honorary history fraternity.

GAITHER'S RESEARCH ACTIVITIES

Professor Lee B. Gaither is preparing a paper on land use in Mississippi. He is also at work on his dissertation on "Experiments in Group Dynamics and their Implications for Supervision."

WATSON DRAFTS A.A.U.P. CONSTITUTION

Professor Robert B. Watson, chairman of the Constitution Committee of the local chapter of A.A.U.P., recently completed work on the Constitution and By-laws of the group.

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SOUTHERN HISTORICAL ASSOCIATION MEETING

Three members of the history staff set out for Williamsburg, Virginia to attend the annual meeting of the Southern Historical Association November 9-12 but were unable to reach their objective because of an automobile accident in Bristol, Tennessee. Except for minor cuts and bruises and a demolished automobile, the group is intact. The party included Dr. John K. Bettersworth, Dr. Glover Moore, and Dr. Harold S. Snellgrove.

SAVILLE ON MANAGEMENT RESEARCH SUB-COMMITTEE

Dr. R. J. Saville has been chosen vice chairman of the Southern Farm Management Research Committee and is chairman of a special sub-committee on Project Development in Management Research.

BEALL SPEAKS TO STUDENT ECONOMICS GROUP

On November 22 Mr. Earl Beall, who is organization director of the Mississippi Federated Cooperatives at Jackson, spoke before the local student section of the American Farm Economics Association.

SOUTHERN POLITICAL SCIENCE ASSOCIATION MEETING

Five members of the government staff in the Department of History and Government attended the annual meeting of the Southern Political Science Association at Knoxville November 9-12. They were W. J. Evans, Gordon K. Bryan, Augustin Magruder, R. B. Watson, and R. T. Sawyer.

DR MOORE SPEAKS ON FEDERAL AID TO EDUCATION

Dr. Glover Moore,, Professor of History, spoke to the Senior Y.M.C.A. luncheon on November 29 on the subject of federal aid to education.

EXPERIMENT STATION HOLDS STATISTICAL CONFERENCE

Associate Director Randall Jones, of the Mississippi State Experiment Station announces a Statistical Conference to be held on the campus Dec. 5-8, under the sponsorship of the local Station. Three members of the Institute of Statistics maintained by the University of North Carolina System at Raleigh, N.C., will be here to consult with local experiment station members concerning the general program of the station. These visiting specialists will be: Dr. J.A. Rigney, head of the department of Statistics at North Carolina State College, Dr. R.L. Anderson, also of N.C. State, and Dr. H.L. Lucas, who is from the same school. Dr. Jones is in charge of arrangements, and any persons interested in the program may contact him for details.

DR. NEAL'S ACTIVITIES

Dr. Fred W. Neal, professor of philosophy and religion, spoke at the local Presbyterian Church on Nov. 6, on "Crowds of Witnesses;" he spoke at the Methodist Church on Nov. 27, on "Advent, a Time for a New Beginning;" he addressed the "Y" vespers on Nov. 17 on the subject: "Is God as Close to Us Today as He was to His Chosen People of Old?" He spoke before the "Y" Sophomore luncheon on Nov. 10 on "Sophomores and Sophomorons." On December 4th and 11th, he will play the organ at the Starkville Episcopal Church.

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EXTRACTS & ABSTRACTS

MARKETING PRACTICES BY MISSISSIPPI EGG PRODUCERS

Robert Lee Davis, Jr.

(NOTE: Mr. Davis, now a member of the Department of Agricultural Economics, submitted a study, of which the following is an abstract, on Egg Marketing practices as part of the requirements on his MS degree at State in May, 1949.)

The practices used by Mississippi producers in performing their part of the egg marketing functions are fairly uniform. The percent of the producers who use the same practices for performing each function is very high in some cases. There are 94.9 percent of the producers who use straw for nesting material, 90.2 percent who gather eggs not more than once a day, 86.6 percent who do not cool eggs before packing for storage, and 100 percent of the producers in the sample who sell eggs on current receipt basis.

The 94.9 percent of the Mississippi producers who use straw for nesting material and gather eggs only once a day have three times as many dirty eggs as a producer who uses shavings and gathers eggs four times a day. There are 1.4 percent of the producers who use shavings as nesting material but gather eggs only once a day. This 1.4 percent of the producers have twice as many dirty eggs as a result of gathering only once a day. The efficiency of Mississippi producers in performing this function is 67.6 percent of what it could be if shavings were used for nesting material and eggs were gathered four times a day.

Mississippi producers have approximately one-half of the percentage of high quality eggs as a result of the frequency of gathering as a producer who gathers eggs three times daily. There are 90.3 percent of the Mississippi producers who gather eggs only once daily and 7 percent who gather twice daily. The loss in quality by Mississippi producers is a result of leaving eggs in the nest where they are exposed to the heat. The efficiency for performing the function of gathering as pertains to quality lost by exposure to heat is 50 percent of what it might be if eggs were gathered four times daily. Although Mississippi producers have three times as many dirty eggs as a producer who uses shavings for nesting material and gathers eggs four times daily, the quality of these dirty eggs could be maintained by the use of proper cleaning methods. Dirty eggs cleaned with .35 percent sodium hydroxide solution have the same keeping qualities as clean eggs when stored. In the sample of producers, none use the sodium hydroxide solution to clean eggs. There were 78.2 percent of the Mississippi producers in the sample who cleaned eggs by washing with water and 17.4 percent did not clean dirty eggs. There are approximately 12 times as many inedible eggs from dirty eggs cleaned with water as there are from dirty eggs cleaned with the sodium hydroxide solution. Then, 78.2 percent of the Mississippi producers have an efficiency of 76.4 percent in clean eggs as compared to a producer who cleans dirty eggs with the sodium hydroxide solution.

Of the quality lost by commercial producers of eggs, approximately one-half is lost during the first 24 hours after the egg is produced. Frequent gathering and cooling by the producer is very important in the maintenance of quality, yet, only 13.4 percent of the producers in Mississippi cool eggs before packing for storage. Eggs that are not cooled before packing have approximately two-thirds as many grading extra as if they had been cooled. Then, 86.6 percent of the Mississippi producers lose approximately one-third of the quality of their eggs by not cooling. The average percent efficiency of Mississippi producers in maintaining quality by cooling before packing is 70.55 percent.

There are 69.2 percent of the producers in Mississippi who store eggs in the kitchen or other parts of the house where the temperature for approximately eight months of the year is above that for good egg storage. Since heat is the greatest destroyer of egg quality, more than two-thirds of the producers hold eggs in a place where quality is destroyed instead of maintained. Cellars and refrigerators are used by 28.5 percent of the producers as a place of storage.

The place of storage would not be as important to the maintenance of quality if eggs were marketed daily. In Mississippi where 61.4 percent of the producers market eggs once weekly and 26.9 percent not over twice a week during any time of the year, storage would be very important in the maintenance of quality. Either the producer must have adequate storage facilities on the farm or market eggs frequently to maintain quality. In Mississippi where 69.2 percent of the producers do not have adequate storage facilities and the frequency of marketing is once weekly by 61.4 percent of the producers, a high percent of the producers lose a large percentage of their egg quality. Mississippi producers, then, are 73.7 percent as efficient as they would be if eggs were stored at temperature from 40 degrees to 60 degrees F. and relative humidity 75 percent or above.

The economic possibility of Mississippi producers increasing the efficiency in performing the marketing functions will depend upon the volume of production and the premium paid for additional quality maintained by using the better practices. For the producers to obtain the premium for quality, he must sell on a grade basis so that the quality can be determined. In the sample of Mississippi producers none received a premium for quality, as all the producers sold on a current receipt basis. The producers of poor quality eggs receive the same price as the producers of good quality. As long as a Mississippi producer sells eggs on a current receipt basis, there is no economic reason for him to use the better practices.

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TECHNICAL VERSUS LIBERAL EDUCATION
A Symposium

Note: This symposium, which was broadcast over Mississippi State College of the Air on Wednesday, November 23, under the direction of Herschell G. Lewis, Acting Director of Radio, featured the following prominent members of the college staff: Dean B. P. Brooks, of the School of Education; Dean Harold V. Flinsch, of the Engineering School; Professor Robert Holland, of the Department of English; and Professor N. F. Hamlin, Professor of English and Moderator of the discussion. Because of the widespread interest in this broadcast and its timeliness, it is given in full below.

ANNOUNCER A: The problem of higher education is one involving constant change according to the demands of the people and the time. We in the United States today enjoy the opportunity of being able to pick from a great number of excellent colleges and universities.

ANNOUNCER B: Many of the schools in this country are technical schools----that is, they offer professional teaching rather than a general and broad education. Other schools offer a greater variety of courses in what are called the liberal arts----- the Humanities and Social Sciences.

ANNOUNCER A: Mississippi State College is a college that offers both types of education. However, merely offering these courses does not solve the problem of the individual student who is uncertain of the educational pattern he should follow.

ANNOUNCER B: To clarify some of the issues behind the so-called conflict between liberal education and technical education, we have asked several of the outstanding educators of Mississippi State College to discuss with us today the problems of both systems.

ANNOUNCER A: On today's discussion will be Dean B. P. Brooks of the School of Education; Dean Harold V. Flinsch of the School of Engineering; Professor Robert Holland of the Department of English; and Professor Newton F. Hamlin of the Department of English, Mr. Hamlin will act as moderator of today's discussions. Now, here is Professor Hamlin.

HAMLIN: Thank you. Perhaps we should say first that any plunge into the concepts of higher education brings up perils that only the most courageous should undertake. I think that we all agree that there is no hostility or animosity existing between these two phases of higher education. That is to say, one would not plan to study one phase of education exclusively or the other: but I do think it is well to try to arrive at some basic criteria for understanding the two major points of view about higher education. We are discussing technical versus liberal education. I wonder if I can get one of you to give some definition or interpretation of professional or technical engineering or education on one hand. Mr. Flinsch--

FLINSCH: I feel that liberal and technical education has been blended in our institutions of higher learning. Possibly in a technical school or professional school the technical education may be stronger than it is in the liberal school, but we cannot have a successful technical school unless we include liberal education and we will not have a successful liberal school unless we include some portions of technical education.

HAMLIN: Thank you, Dean Flinsch. Would you say that primarily the purpose of professional education is an economic one?

FLINSCH: Not necessarily. Just to answer that more directly, I don't believe that technically trained people are necessarily better-paid than people trained in a liberal field.

HAMLIN: Any comments on that definition by any of you other gentlemen: Mr. Holland?

HODLAND: I would like to question the dean on his statement that the professional man is not perhaps better paid. I don't know the statistics, but it seems to me that I have heard and learned recently points to the fact that the technically trained man is in greater demand by employers throughout the nation, and that the man who

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is trained otherwise is less apt to be employed.

FLINSCH: I believe that is generally true. We have less difficulty placing our graduates. I was thinking of the high financial reward that perhaps some expect.

HAMLIN: I believe that is largely true. The public anticipates a better reward professional training. What about the concept of general or liberal arts educat Dean Brooks--

BROOKS: Stating it very broadly, liberal education seeks primarily to develop a personality able to live a larger, richer and more abundant life not necessarily directed entirely towards making a living or preparing one for a particular trad or business.

HAMLIN: In other words, this type of education will tend to develop a general resourcefulness among people and equip people for effective living. Is that it, Dean Brooks?

BROOKS: That is correct.

HAMLIN: Mr. Holland, anything on that?

HOLLAND: I think not, Mr. Hamlin.

HAMLIN: I wonder if sometimes the public isn't confused over the difference between training and education in its broader aspect.

FLINSCH: I think that is very true, Mr. Hamlin. There is a good deal of confusi between what we call technical education and vocational education or professiona education and vocational education. A man trained for the profession of doctor, instance, is in need of very much broader training than a man trained as a pharm Let's take someone trained for a particular skill: We have the same distinction engineering between an engineering school and a technical institute. I think th great majority of the training in an engineering school is fundamental and therefore liberal. Take the great scientists of generations past. Their background very very broad. Recently we have found some of our greatest men eschewed by people working in a narrow field--a specialized field.

BROOKS: I like to think of any education as a means of developing in a student a resourcefulness to enable him to do what he never expected to do, to meet situat not found in a book, to meet them effectively with intelligence, courage, and fa

HAMLIN: Now where are we to get that? Are we to get that from the liberal arts colleges or can we get that also from the technological schools?

FLINSCH: I believe we can get that from both. I believe we can get the backgro that Dean Brooks has shown to be so desirable and with which I wholeheartedly ag You can find that in our better schools--with professional training in mind--as as in the schools that are entirely liberal. I might mention St. John's here. St. John's College does train along certain lines on a very broad basis.

HAMLIN: That also is very close to Chancellor Hutchins of Chicago's program of th great books.

FLINSCH: Yes.

HAMLIN: Mr. Holland--

HOLLAND: Dean Flinsch, you say that it can be done, that technical schools can develop character, can train an individual along the lines that Dean Brooks has pointed out as desirable. I would like to ask-- take for instance our own college--is this being done?

FLINSCH: Yes, it certainly is. I'm glad you asked that question. Just as a pro that in times past even while they were still here our students took a very wide in the life of the school quite aside from engineering--in journalism, in politi and everything and that while students here at college; and our graduates, after have spent a certain apprenticeship in the engineering company where they may go

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go on to positions that will require very much more of purely vocational education.

HAMLIN: I think that in this precarious world in which we are living now, everybody agrees that technological institutions will certainly want to continue the conduct of research in order to safeguard the boundaries of this country in which we live; but it seems to me that the same institutions can also in their courses reflect many of the needs and changing values of the society in which we live. Should a school of engineering and applied science work in close association with a school of pure science. That is a question that came up in Fortune Magazine the other day, which I believe you are familiar with, Dean Flinsch--

FLINSCH: Your question, I believe, was should the two work together. Isn't that right?

HAMLIN: Yes.

FLINSCH: Very definitely. I believe that there is in our present four-year schools a very great trend towards more and more pure science, making what we like to call an exact science, a logical science, out of our applied sciences; and maybe the pure science has not quite gone in the other direction so much. But we are not concerned about that. We are concerned with ourselves.

HAMLIN: Mr. Holland.

HOLLAND: Well,as a layman, that is, being outside the engineering pale, I don't ask and perhaps some of the audience would like to know, too, the broad difference between pure and applied science.

FLINSCH: Perhaps an answer to that would be this: Many of the corporations and organizations that give money for research put in a stipulation that the research be basic and if there is an application--that is, a tendency for practical use therein- the grant will frequently be refused. Now, I don't think it is necessary to prove that a project is impractical in order that it may qualify as a basic science; but there is definite distinction there that companies tend to make; that is, if there is some possible commercial or practical use, they frequently refuse to give funds for it.

HAMLIN: Gentlemen, if we can get away from the technological institution for a moment, I should like to quote something that I saw in Management Magazine recently. This magazine conducted a survey which contained this statement:
"Please check the courses you believe college students intending to enter business should be required to take as a basic education regardless of the major any student should decide upon." Of the business people who were checked for an answer on this 89% listed English composition, literature, and public speaking. How can you account for that development in the modern trend of education?

FLINSCH: As desirable subjects?

HAMLIN: Yes, as desirable subjects for a person going into business.

FLINSCH: Maybe to make up deficiency. There is a very strong deficiency in that particular line. Whether education can solve that, I don't know. But there has been since childhood, with practically everyone all over the world, a deficiency in the training for proper communication, and it is becoming increasingly important. We can't understand each other unless we have proper communication.

HAMLIN: Well, now we would certainly consider "communication" one of the liberal arts subjects, wouldn't we Dean Flinsch?

FLINSCH: Absolutely.

BROOKS: I think, Mr. Chairman, that we are going to have to define anything we talk about in terms of its objective. If you would ask me to define education itself, I would say that I should have to know what the objectives are. If a man's sole purpose is to make money in the world, can he be trained and educated in that field? Now the charge hasbeen made in this country of ours against our modern education that it has been based too much on a materialistic philosophy which insists that everything can be weighed and measured, and that man is an organism that can be

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conditioned to act in certain ways; and we are charged with being money mad. Is that a laudable criticism? Is it a just one? Are we so materialistic minded that we have concentrated too largely upon the matter of making money in determining the courses of study that we should set up for our students to take in college?

HAMLIN: Well, perhaps it is a just criticism, and I think there is a big difference, a vast gap, between the view of the ordinary public and that of the so-called educator. I had occasion in the last day or two to question my classes. In fact, I asked a group this morning why they were in college. Were they there because they hoped through a sheer quantitative number of courses that they took to have a better chance to make a higher salary when they graduated? And, to a man, I had the answer, "Yes."

FLINSCH: Well, I wonder about that. Take everyone connected with college, the teachers and the students. They must admit that a man going away with a college degree very frequehtly will get paid less than if he had spent the four years learning a trade.

HAMLIN: As a matter of fact, some people have quit school because of the better jobs they could get.

FLINSCH: That's right. Our under-graduates frequently have that temptation. Now, as far as the teachers are concerned, I believe that most of them could make more money somewhere else, so I wonder if the whole atmosphere isn't one that puts other things above the financial end.

HAMLIN: Mr. Holland

HOLLAND: I think Dean Brooks's statement could perhaps be justified, certainly in the light of history, for with the last two or three generations of Americans the primary objective of education has been, at least in the public and popular mind, training for making money. If I may impose perhaps a definition--maybe not satisfactory--as to what education should be, I should say that education is the training of an individual's facultiez towards the fullest realization of capacity. If that is true, certainly every man has what you might call a "mechanical" faculty, and what you might call a spiritual one. And that mode of education which tends to develop only the mechanical certainly omits what some one may call the better half and what certainly ought to be called a part of the human system.

BROOKS: I am wondering if we have not in this so-called technological age emphasized the development of technology possibly at the expense of a more general and a more generous education. We have made wonderful advancements in science, but we still haven't learned to live together. We have improved means but not improved ends. We have better ways of getting there but we have no better place to go. We can save more time but are not making any better use of the time that we have. Are you willing to accept this statement?

FLINSCH: Would you blame the improper use of the additional time that we have gained on the means that we had used to save that time?

BROOKS: I'm sure that we've made some wonderful progress, but I am still concerned about the condition of the world today. We feel that we have the highest opportunity that the world has ever had for education and yet I don't see that we have learned yet the old principle that Christ gave us of knowing how to live with our fellow-man.

HAMLIN: Well, achieving that is a pretty slow proposition. Isn't it, Dean Brooks?

BROOKS: It is. We have been two thousand years at it, and we haven't made much progress.

HAMLIN: The same problem we face now was faced by the Greeks about 2300 years ago. Haven't the colleges and universities done a lot though in the last two decades toward providing a better educational fare, a more balanced educational fare for modern day students?

BROOKS: That may be true, but I don't know that we are living any nearer the golden rule than we were a hundred--perhaps a thousand years ago. I do know that the war

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is in a period of great fear, fear of war, fear of economic recessions, fear of our neighbors. We need to do something about the real problems of the world.

HAMLIN: Mr. Holland.

HOLLAND: I was going to say that I think Dean Brooks has certainly answered his own question as to what the objective of education should be in general, as you, too, Mr. Hamlin, have said, the answer is two thousand years old! Lead a good life,-not only a good life for yourself, which can be gained by making a good salary and learning to operate mechanical instruments, but to lead a good life insofar as your neighbor is concerned. And that includes, of course, the neighbors beyond our borders, a worldwide objective.

HAMLIN: Dean Flinsch, what wasthe principal point that was made in regard to engineering education after the war when the committee on engineering education made its report in 1944?

FLINSCH: The proposal at the time wasto include 20% non-technical courses in the engineering curriculum: that is, in a four-year curriculum.

HOLLAND: Was that to be only in this college?

FLINSCH: All over the United States. It was a recommendation starting from a committee studying the problem in the American Society of Engineering Education, a group which covers all engineering in its contacts with education. Now, these proposals were not merely recommended, but they were followed in many schools just as they were here. Actually that program was preceded here by plans that were in actual operation in some of our departments to set up a quite liberal curriculum. We standardized our program with certain courses that would be very definitely non-technical, a total of about 20%.

HAMLIN: Wasn't the idea behind that, Dean Flinsch, that studies in the humanities and social sciences would help to develop a sense of values more than had been the case in the past?

FLINSCH: I think it was more to give recognition to that purpose and to try to get some of the colleges that were perhaps a little behind on that score because they taught more how-to-do courses--more trade courses--to put in that type of program, and the 20% was simply a general recommendation. Some of the institutions haven't made it by 10%: but they have all tried, and it is more a recognition than anything else.

HAMLIN: Mr. Holland.

HOLLAND: Well, I am interested to know how the students like taking the courses of liberal arts, etc.

FLINSCH: I am not sure how they like them here, Mr. Holland, for it always depends on how tough the courses are. There are many schools where students like them just fine and they treat them ascourses where they will get their quality points. Fortunately, that is not true here. The curriculum here is strong, and I think we want it to be so.

BROOKS: Mr. Hamlin, I want to raise a question and I want us to be realistic about it. Are we having any less of lying and misrepresentation in the world today than formerly; is there less selfishness in the world, is there less of greed,less of licenses, lust, and materialism?

HAMLIN: Dean Brooks, I think certainly there is not less; there may be more, as Dean Flinsch suggests. I think that is another thing that should be part of one's education--to learn something about a sense of fitness of things, to get some kind of training where we will be able to know the difference between true and false in the values that one sees around him, to be tolerant of other people's opinions, to be open minded, and to learn to think straight; then to become a better citizen as a result of these things.

BROOKS: In other words, a good general education.

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HAMLIN: I certainly think that a good general education would contribute greatly toward that.

FLINSCH: I think that all education tends that way, and you won't necessarily be worse if you follow the line of agriculture or medicine than if you had the St. John's College type of education.

HAMLIN: I wonder if I might quote here an old Hindu saying. I don't know where this comes from, but it goes like this: "Knowledge, like water, takes the form of the vessel into which it is poured." Just what does that mean and how might it apply to modern-day education?

FLINSCH: It might be a condemnation of learning things by rote. When the vessel is small, all it can do is memorize what is said and repeat that.

HAMLIN: So education that does not mold the human receptacle is to some extent lacking.

HOLLAND: And in an obvious way, I think it can be said to mean that the individual should be so trained that he would take knowledge with judgment and not with dogmatism. He should be so trained as to be tolerant with it. All knowledge comes to him, and he accepts it with judgment.

HAMLIN: Well, certainly the *Fortune* Survey shows that we have a long way to go in telling the public that education leads to a good life and isn't simply a success story. Don't you think so, Dean Brooks?

BROOKS: I do.

HAMLIN: I wonder if I may take a moment to summarize the import of this fight for a better balance of educational fare in terms of the individual and in terms of society. Perhaps society first. This country of ours is a republic of free men. We must have training in the responsibilities of citizenship. A well-informed, articulate, courageous citizen is indispensable to the maintenance of political, intellectual, economic and spiritual freedom. What about the individual? As the individual grows in maturity, his mind turns more and more to the significance of what he is here for, not what he is in college for, but what he is here on this earth for as a human being, what his education and experience mean in terms of satisfaction and happiness. I would like to quote, with your permission, a passage from a poem by John Masefield:

> My dog and I are old, too old for roving.
> Man, whose young passion sets the spendrift flying,
> Is soon too lame to march, too cold for loving.
> I cannot sail your seas, I cannot wander
> Your corn land, or your hill land, or your valley.
> Never again, nor share the battle yonder
> Where the young knight the broken squadron rallies,
> Only stay quiet while my mind remembers
> The beauty of fire from the beauty of embers.

In short, a general education yields dividends of intellectual pleasure and spiritual joy in riper years that nothing else--neither money, position, nor power--can supply. Well, gentlemen, our time is up, let me thank each of you for your kind and thoughtful comments on this important aspect of our national life. It was a very stimulating discussion.

Recent Population Trends in Mississippi

by
Harald A. Pedersen, Asst. Prof. of
Sociology

(Note: The following is a briefing of a study conducted by Dr. Pedersen for the Mississippi State Experiment Station. A portion of the study was printed in Mississippi Farm Research for October, 1949)

The population base of a state or region is more than a group of people with observable characteristics as to age, sex, race, occupation and other traits. It has in it possibilities to change and the extent and nature of these possibilities can be observed. It may be a young and expanding population, or it may be an old and declining population. It may be a mature population.

Mississippi's population is young. It has not yet reached its maximum productive ability. In terms of numbers the population is expanding. This does not necessarily mean though, that the population for the state is increasing since a large number of people are migrating out of the state. However, it has a high proportion of children and young people, so if the migratory movement out of the state should slacken the state would experience a phenomenal rate of growth.

The purpose of this study is to present an analysis of the observed and expected population trends. What is the potential, the capacity of the population in the state to expand? How extensive is the migration out of the state? Who is migrating? How will this affect Mississippi agriculture and rural life? How will it affect schools, churches, hospitals, business, and the numerous other social and economic organizations in the state?

Any agency, whether it is a business organization, a hospital, a school, or a library, has an optimum level; that is, a balance between population and resources at which the most efficient service can be rendered. Within limits this balance can be attained by expanding the geographical limits of the service area to include the desired number of people and the desired tax base or income needed to support the service. If the population changes either in total number or in age, sex, race, or other characteristics, the services rendered must be reoriented to meet the needs of the new population base.

Historically, three events have exerted a major influence on the growth and development of Mississippi. The construction of a mechanical cotton gin late in the 18th century established cotton as the dominant cash crop and set the pattern of agriculture which was to persist for more than a century and a half. Nearly a century later the emancipation of the slaves confiscated the major portion of the invested capital of the planters and farmers and was instrumental in the development of the "furnish credit" system and the manifold adjustments associated with it. Finally, the coming of the boll weevil marked the end of the era of cotton dominance. Cotton was still the major cash crop in numerous areas of the state, but farmers in the southern part of the state and in the Black Prairie began to look for alternative crops and the trend in cotton acreage and yields for these areas of the state show a consistent downward trend.

RECENT POPULATION TRENDS, 1940-

By 1940 Mississippi was already embarked upon a new era. This is the era of mechanization in agriculture and of industrial expansion in the state. The perfection of the mechanical cotton picker may well prove to be the fourth major event effecting a marked change in the trend of Mississippi's population growth. Already it is apparent that the current shifts in the population in the state are affecting and being affected by the increasing use of tractor power on farms and by the program of industrial expansion being promoted in the state.

In the period since 1940 three major trends may be observed in the population in the state. First, the population is maturing. Though it is still a young and virile population with a high proportion of children and young people, the ratio of nonproducers to producers is declining. Second, the population is being urbanized. Not only are more people living in urban centers but rural people are adopting or are being affected by the urban way of life. Finally, the racial composition of the

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population in the state is changing. The nonwhite population elements are continu... to migrate out at a faster rate than the white population, thus changing the ratio of white to nonwhite people in the state. The differential migration rates also te... to bring about a more equal geographical distribution of the respective racial grou...

Mississippi's population, as was mentioned earlier, is a young population. However, recent censuses have shown that the population is losing some of its virili... and is acquiring the characteristics of a mature population.

In summary it may be stated that Mississippi has a relatively high proportion of children and young people. Without migration the population of the state would increase at a phenomenal rate. However, there has been a high rate of out-migrati... especially of young people from farm areas, and the result is that the population ... the state has remained almost constant. The high out-migration of young people ha... also tended to bring about a redistribution of the age-sex composition of the state so that in this regect the population in the state is assuming the characteristics ... a stationary or mature population.

The second trend which can be observed is the increasing urbanization of the population in the state. More people are living in urban centers and rural people are adopting urban ways of living. The simplest index to this trend isthe extent t... which people are concentrated in urban centers. As the definition applies to Missi... ssippi, the census defines any incorporated center with a population of 2,500 or more persons as an urban center.

In view of the rapid increase in the mechanization of farm operations it seems likely that the long-time trend in the farm population will continue downward until it approaches the optimum level for an efficient agriculture. It is equally certain that the nonfarm population will increase. The continuing emphasis on industrial ex... pansion in the state will attract labor in sufficient numbers to at least maintain a stable population for the state as a whole.

It seems likely that future development in Mississippi will follow the pattern ... geographical distribution already established in 1940. The mushrooming oil industr... in the state is concentrated in the 41 southern counties. Recent large industrial expansion programs, such as the International Paper Company plant at Natchez and th... numerous industries springing up around Jackson and on the Gulf Coast are concentrat... in this same area. The northern section of the state has undergone some industrial expansion, but the industries with a high labor requirement are concentrated in the southern area. The development of these industries will have an even greater attra... tion upon the farm labor force and will work toward continuing the shift from a predominantly rural to an urban state.

RACIAL DISPERSION

The third major trend which is observable in the population of Mississippi is a redistribution of the white and non-white population groups in the state. Large... due to the differential migration rates the differenoesbetween the areas of high n... white population density and the areas of low nonwhite population density are becom... less marked.

The state, during the past 50 years, has been experiencing a readjustment in the numerical importance of the two major racial groups--white and nonwhite. The ... white group in 1910 constituted 59 percent of the total population and only 49 per... cent in 1940. The shift in importance of the white and nonwhite population eleme... has not been as marked as the shift from rural to urban. From 1880 to 1910 the white and nonwhite population elements increased at approximately the same rate. Following 1910 the rate of increase persisted for the white, but dropped off shar... for the nonwhite element.

The differential migration rates between the white and nonwhite population gr... have resulted in a change in the importance of the white and nonwhite racial grou... the state. In 1940 there were more white than nonwhite peoples in the state. Sin... nonwhite peoples are predominately farm people, they have contributed a proportio... larger number of the migrants to the migratory stream out of the state. In 1948 t... state had an estimated population of 2,112,000 of which approximately 35 percent ... living in urban areas and less than 45 percent were nonwhite.

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Utilizing Mississippi's Forest Resources

by
Lee B. Gaither, Head, Department of Resource-Use Education

Forests are one of the major natural resources of Mississippi. The sale of timber and other forest products produces more income than any farm crop except cotton. More than 1,000 firms which employ nearly 45,000 workers and have an annual payroll of $70,000,000 are engaged in lumbering and the manufacture of products utilizing forest resources. In 1948 these firms provided half the jobs in manufacturing industries and constituted more than three-fourths of all manufacturing industries in the state employing eight or more persons. Mississippi is the second largest pulpwood and hardwood producing state in the South and ranks eighth in the nation in lumber production. In many communities forest industries are the leading enterprises and the chief source of income. Therefore, it is apparent that the prosperity of Mississippi is dependent upon an adequate supply of trees which are of desirable species and of acceptable quality.

Recent studies of the Southern Forest Experiment Station indicate that we are cutting saw timber faster than nature is growing it and that at least two-thirds of our forest land is not being utilized to produce the maximum amount of timber. Although there has been an increase of two per cent in the forest land acreage during the last fourteen years and the volume of cordwood trees of softwood species has increased eight per cent since the early 1930's, the total volume of growing stock has declined 10 per cent in the same period, the volume of sawlog growing stock has fallen off 24 per cent, the quality of the growing stock has been lowered until two-thirds of the entire volume of sawlog growing stock is in the lowest grade trees, and nearly one-fourth the available forest space has been taken over by cull trees.

When the available data is analyzed by forest survey regions and forest types several interesting facts emerge. Forests of the pine type still account for the largest acreage (45 per cent of the total acreage), but the pine acreage has declined 25 per cent in 14 years. Upland hardwood and hardwood-pine forests have increased nearly a fourth in the same period. Bottomland hardwoods are down about 16 per cent largely because forest land has been cleared for agricultural purposes in the Delta. The decreased acreage in pines and the increases in hardwood and hardwood-pine are chiefly attributable to land abandonment in the North and preference of loggers for pines. Loblolly and shortleaf pines have been depleted so rapidly that most of the 10 per cent decline in total growing stock was caused by heavy inroads on these types. Hardwoods are holding their own and the volume of longleaf and slash pine growing stock is up more than 40 per cent. South Mississippi is the only area which shows an increase in total growing stock. The 11 per cent increase in South Mississippi is in sharp contrast with decreases in other areas of the state which show losses ranging downward from 26 per cent in North Mississippi to 8 per cent in the Delta.

Despite the bleakness of the over-all outlook there are several encouraging indications that we may be moving slowly in the direction of balancing cuttings with new growth. In addition to an 11 per cent increase in total growing stock in South Mississippi and an 8 per cent rise in the volume of cordwood trees of softwood species, an encouraging factor is that the growing demand for pulpwood and smaller timber hasresulted in better forest management practices by the forest products industries and many owners of large forested areas. Then, too, South Mississippi forests are on the road to recovery from the heavy cuttings of the first quarter of this century. Although the outlook is too unfavorable to justify an attitude of indifference, these few encouraging signs point to the conclusion that it is possible to conserve the forest resources of the state by means of sound management practices. In as much as 90 per cent of the commercial forests are privately owned it is essential that private owners, particularly the owners of small stands whose management practices have been the most destructive and short sighted, be encouraged to adopt practices which will assure an adequate supply of timber for the future. Despite the constructive legislation on fire control, taxation, and cutting, and the efforts of various state and federal agencies to persuade owners to adopt measures which will produce greater returns in the long run, the holders of small stands have been extremely slow in taking appropriate action. Ignorance and the need for an immediate large cash return on their forest acreage have been powerful factors to combat, but means must be found and utilized to improve the management of small parcels of forest land. Failure to meet this challenge invites federal or state ownership and control without assuring better management than is being employed by some of the forest-products industries. Indeed, it can be far worse. Sixteenth sections which are county owned are the worst managed and least productive of any forest land in the state.

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